

CHILDREN.

FOR

FIRST BOOK

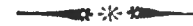
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HISTORICAL
FIRST BOOK

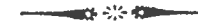
FOR

C H I L D R E N .



By LINDLEY MURRAY,

AUTHOR OF "ENGLISH GRAMMAR, ADAPTED TO
THE DIFFERENT CLASSES OF LEARNERS."



THE THIRD EDITION IMPROVED.



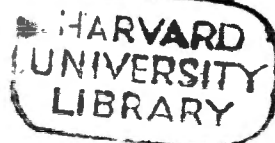
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INTRODUCTION.

THE whole of this book, except the Exercises, is contained in the author's "English Spelling book." But as it may be useful, as an introduction to some of the numerous little publications, which contain, solely or chiefly, lessons of reading, it is produced for that purpose, in its present detached form. The book separately published, may also accommodate those teachers, who make use of the author's Spelling-Book, and who wish to preserve the first part of it, clean and entire, for the learner's second perusal. This First-Book is particularly calculated to assist Mothers, in the instruction of their young children.

The Exercises, at the end of the book, called the Child's Parsing, will be found very useful to such children as are able to perform them. They may be extended at the pleasure of the teacher. By thus impressing on young minds, a distinct knowledge of the letters, and of their various properties, the attention and judgment will be early and happily exercised, and an attachment to the lessons proportionably augmented.

Recommendations of Mr. MURRAY'S Spelling-Book.

"An English Spelling-Book from the author of the "English Grammar," will undoubtedly excite considerable expectation from those who have been in the habit of using the latter; and we doubt not that, in process of time, the spelling-book will have as many admirers, as the grammar has already obtained. We are glad to see that Mr. Murray has been careful in the right division of the syllables in his spelling: and that he has not followed the example of others, by introducing into his book a mass of irrelevant matter."

Imperial Review, October, 1804.

"Mr. Murray's elementary works have the sure merit of combining well-directed efforts to train the infant mind to virtue, with the best means of imparting instruction to it. In the Spelling-Book before us, this is particularly the case; and we can therefore safely recommend it as the best work of the kind which has lately fallen under our inspection."

Anti-Jacobin Review, December, 1804.

"The public are infinitely indebted to this excellent writer, for his numerous and valuable elementary works on the English Language. We can assure our readers, that this last work (the Spelling-Book) is, in every respect, worthy of its author."

Universal Magazine, January, 1805.

"With the great merit of Mr. Lindley Murray, in providing assistance for the instruction of youth, the public are well acquainted. He has now descended to the very elements of instruction; and with the same skill and judgment which he has displayed in his other attempts. We recommend to the public this most important little volume, as the only work with which we are acquainted, in the English Language, for teaching children to read, written by a philosopher and a man of taste."

Literary Journal, November, 1804.

A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z

a b c d
e f g h
i j k l
m n o p
q r s t
u v w x
y z

A FIRST BOOK FOR CHILDREN.

—
Chapter I.

Lessons giving a general idea of the long, short, middle, and broad sounds of the vowels and diphthongs.

Section 1.

The common alphabet—All the simple sounds of the language explained.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

ing the original sounds to his young pupil, first express them simply, as they are denoted by the letters in the left-hand column, and afterwards as they are combined with other letters, in the words of the column on the right-hand. But the latter mode will be easier to the young voice; and will, perhaps in most cases, sufficiently answer the end in view. Of this, however, the tutor must judge. The instructor will often see the use of recurring to this table, to rectify the irregular pronunciation of children who have been taught the original sounds, in a defective or incorrect manner.

Several of the letters in the common alphabet, (which the child is supposed to have learned,) are not enumerated in the following Table; because they denote complex, not simple sounds; or because their sound is signified by other letters.

Table of the elementary sounds.

Letters denoting
the simple sounds.Words containing
the simple sounds.

VOWELS.

A long	as	heard in	ale, day.
A short	as	in	mat, bat.
A middle	as	in	mar, bar.
A broad	as	in	all, daw.
E long	as	in	me, bee.
E short	as	in	met, net.
*I long	as	in	pine, pie.
I short	as	in	pin, tin.
O long	as	in	no, toe.
O short	as	in	not, lot.
O middle	as	in	move, moon.
*U long	as	in	mule, few.
U short	as	in	but, nut.
U middle	as	in	bull, full.†

* The long sounds of *i* and *u*, properly called diphthongal vowels, are, for convenience, inserted in the Table.

† For the various sounds which each of the preceding letters represents, see ch. 15. of Part III.

CONSONANTS.

B	as heard in	bat, tub.
D	as in	dog, fod.
F	as in	for, off.
V	as in	van, love.
G	as in	go, egg.
H	as in	hop, ho.
K	as in	kill, oak.
L	as in	lap, tall.
M	as in	my, mum.
N	as in	nod, on.
P	as in	pit, map.
R	as in	rat, tar.
S	as in	so, las.
Z	as in	zed, buzz.
T	as in	top, hot.
W	as in	wo, will.
Y	as in	ye, yes.
NG	as in	king, sing.
SH	as in	shy, ash.
TH	as in	thin, thick.
TH	as in	then, them.
ZH	as in	pleasure.

Some of the preceding elementary sounds

are nearly related to one another. The young learner will, therefore, acquire a more accurate and distinct pronunciation of them, by frequently repeating words that contain those allied sounds. B and p, d and t, f and v, g and k, s and z, th and th, v and w, denote sounds in some degree similar. The careful expression of the following words, in quick succession, will effectually distinguish them. Here the scholar, as in the former case, should attentively repeat after the teacher.

Sounds to be distinguished.

b from p	as in	bat, pat—fob, fop.
d from t	as in	dip, tip—mad, mat.
f from v	as in	fan, van—off, ov.
g from k	as in	gun, kin—dog, duck.
s from z	as in	fun, zed—kiss, buzz.
th from th	as in	thin, then—path, booth.
v from w	as in	vine, wine.

Section 2.

Syllables and words of two letters.

The vowel long.

ba	be	bi	bo	bu	by
ca	—	—	co	cu	—

B

GENERAL VIEW OF

da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	—	—	go	gu	—
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	—
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
ra	re	ri	ro	ru	ry
fa	fe	fi	fo	fu	fy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
wa	we	wi	wo	—	—
ya	ye	yi	yo	yu	—
—	*ce	ci	—	—	cy
—	ge	gi	—	—	gy

The vowel generally short.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud

* Ce, ci, cy, and ge, gi, gy, are placed at the end of this division, because the former are always pronounced soft; and the latter generally.

THE VOWELS AND DIPHTHONGS.

af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
af	ef	if	of	uf
at	et	it	ot	ut
ax	ex	ix	ox	ux

Words of two letters.

The vowel generally long.

by	do*	he	go	be
or	to	me	lo	ye
my	fo	we	no	wo

The vowels short.

am	if	at	of	—
an	in	it	on	us
af	if	up	ox	—

* When do, to, is, as, of, are used not as syllables, but as words, they are pronounced doo, too, iz, az, ov.

Reading lesson.

Go up.	Is he up ?	We do so.
Go in.	So am I.	Do so to us.
Go on.	Do go on.	Do as we do.

Section 3.

Syllables and words of three letters, the position of the vowel varied.*

The vowel long.

bla	ble	bli	blo	blu	
bra	bre	brl	bro	bru	
cla	cle	cli	clo	clu	
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry
gla	gle	gli	glo	glu	
gra	gre	gri	gro	gru	
pla	ple	pli	plo	plu	ply

* The syllables in this section form parts of a great number of words in the language, and afford much varied exercise to the organs of speech. They should, therefore, be repeated by the learner, till he is able to pronounce them with ease and distinctness.

pra	pre	pri	pro	pru	pry
fma	fme	fmi	fmo	fmu	
fna	fne	fni	fno	fnu	
fpa	fpe	fpi	fpo	fpu	spy
the	thy	fly	fly	sky	try

The vowel generally short.

aft	eft	ift	oft	uft
alp	elp	ilp	olp	ulp
amp	emp	imp	omp	ump
and	end	ind	ond	und
ang	eng	ing	ong	ung
ank	enk	ink	onk	unk
ant	ent	int	ont	unt
apt	ept	ipt	opt	upt
arm	erm	irm	orm	urm
ask	esk	isk	osk	usk
aft	eft	ift	oft	uft
add	egg	ill	odd	off
Ann	ass	ell	inn	

Reading lesson.*

A fly. An inn. My arm.

* "Children," says Dr. Beattie, "generally speak in short

An ant.	The ink.	An egg.
An afs.	The sky.	The end.

Go to Ann.	Go and ask.
She is ill.	By and by.
Is she up ?	Try to do it.

Section 4.

A sketch of the diphthongs.

The principal diphthongs are ;

ai	ea	ey	ou	ue
au	ee	oa	ow	ui
aw	ei	oi	oy	uy
ay	ew	oo	ua	

and separate sentences." Such sentences are therefore proper for their early lessons. They are adapted to their understandings, and calculated to prevent a drawing manner of expression. If children are taught to repeat, with correctness and fluency, the sentences contained in this First Book, they will be much assisted in acquiring an accurate pronunciation. It is, however, proper to observe, that as the appropriate reading lessons are necessarily confined to the words contained in the respective sections, so limited a scope for invention would not admit of much taste or connexion, in selecting and arranging the sentences.

Some of these diphthongs have the sound of two vowels; some, of a single short vowel; some of a single middle vowel; and others, of a single long or broad vowel.

1st. The sound of two vowels: as,

oi	in	boil ;
oy	in	boy ;
ou	in	our ;
ow	in	cow.

2nd. The sound of a single short vowel: as,

ea	<i>in head</i>	<i>sounds</i>	like e short ;
ui	<i>in build</i>		like i short ;
ue	<i>in guess</i>		like e short.

3d. The sound of a single middle vowel: as,

au	<i>in aunt</i>	<i>sounds</i>	like middle a ;
oo	<i>in cool</i>		like middle o ;
oo	<i>in good</i>		like middle u.

4th. The sound of a single long or broad vowel: as,

ai	<i>in air</i>	<i>sounds</i>	like a long ;
ay	<i>in day</i>		like a long ;
ey	<i>in key</i>		like e long ;

au *in* daub like a broad ;
 aw *in* paw like a broad ;
 ow *in* flow like o long.

Chapter 2.

The SHORT SOUNDS of the vowels and diphthongs.

Section 1.

Words of three letters.

a

bad	can	had	fat	mad	rag
bag	cap	has	lad	man	wag
bat	cat	hat	fad	mat	wax

e

bed	den	get	met	peg	red
beg	hen	leg	net	pen	vex
fed	men	let	fet	pet	wet

i

bid	did	fig	him	lip	rid
-----	-----	-----	-----	-----	-----

big	dig	fin	his	pig	fit
bit	dim	fit	hid	pin	tin

o

box	fog	mop	pop	rob	fob
fox	hop	nod	pod	rod	fop
dog	hot	not	pot	rot	tob

u

bud	cup	hum	mud	rub	fun
bun	cut	hug	mug	rug	fup
but	gun	hut	nut	run	tub

Reading lesson.

A pin.	The dog.	I had.
A cup.	The cat.	He has.
A top.	The pig.	We can.

A bad lad.	A red bud.
A mad dog.	A dry fig.
A fat pig.	A tin box.

He can dig.	It is hot.
I can hop.	Get my hat.
We can run.	Let us go.

Section 2.

Words of four letters.

a

band	glad	have	lafs	fafh
bank	flat	hand	fast	fand
damp	flax	land	last	span.

e

bell	fret	nest	mend	tell
best	left	rest	fend	well
desk	lent	west	fell	when

i

dish	hill	milk	fing	spin
fish	fill	mitt	filk	fwim
give	leifs	pink	ship	will
live	king	ring	skip	wish

o

blot	fond	gone	pond	foft
doll	frog	long	shop	spot

drop	from	loft	fong	stop
------	------	------	------	------

u

burn	dust	jump	plum	spun
dull	hurt	lump	purr	fung
drum	hush	must	shut	tusk

Reading lesson.

A nest.	The king.	I wish.
A frog.	The ship.	I skip.
A pond.	The desk.	We jump.

A red spot.	Ring the bell.
A pink fash.	Shut the box.
The left hand.	Mend my pen.
A dish of fish.	Give me a pin.
A cup of milk.	Do not hurt me.

Section 3.

Words of five and six letters.

glafs	shall	blefs	fresh
grafs	stamp	drefs	shelf
plant	stand	flesh	sheil
fmell	bring	frisk	still

spell	brisk	spring	sting
spend	drink	stiff	string
cross	blush	crust	stung
tongs	brush	grunt	strut
strong	crush	snuff	trunk

Reading lesson.

A shell.	The grass.	I spell.
A brush.	The tongs.	He drinks.
A crust.	The shelf.	We stand.

A long string.	Brush my hat.
A strong man.	Bring the cup.
A brisk lad.	Drink the milk.

Section 4.

Words containing short diphthongs.

c

dead	death	pearl	said
deaf	breath	tread	says
head	earth	spread	guess
bread	learn	thread	friend

i

been	build	guilt	quill
------	-------	-------	-------

u

blood	does	young
flood	touch	

Reading lesson.

The earth.	A deaf man.
My head.	A dead fly.
A friend.	A young frog.
I guess.	A crust of bread.
He said.	A bit of thread.
We learn.	A long quill.

Chapter 3.

The LONG sounds of the vowels and diphthongs.

Section 1.

Vowels and diphthongs like *a* in *ale*.

cake	face	haste	take
------	------	-------	------

C

LONG SOUNDS OF

care	Jane	made	tape
gave	James	make	grape
air	clay	may	break
fair	day	maid	great
hail	hay	way	frail
tail	gain	play	fnail
rain	gray	say	they
vain	hair	stay	their

Reading lesson.

It rains.
It hails.

Take care.
Make haste.

A long tail.
A great cake.
A fair day.

May I go?
Stay by me.
Let us play.

Section 2.

Vowels and diphthongs like *e* in *me*.

Eve	she	here	these
ear	read	steal	week
cat	bleat	wheat	geese
cast	clean	bee	green

pea	mean	fee	sheep
tea	leave	feed	sleep
dear	sheaf	feet	sweet
fear	shear	keep	sleeve
leaf	speak	tree	field
neat	squeak	weed	piece

Reading lesson.

A green field.	The sheep bleat.
A sweet pea.	The pigs squeak.
A sheaf of wheat.	Here is a bee.
A piece of bread.	Feed the geese.
A cup of tea.	Eat the grapes.

Section 3.

Vowels and diphthongs like *i* in *pine*.

Ice	kind	nice	blind
bite	kite	rice	wipe
dine	like	ripe	shine
fine	mice	side	smile
fire	mild	time	quite
line	mind	wine	spice
die	pie	tie	buy
lie	rie	vie	eye

Reading lesson.

A sweet smile.	The sun shines.
A nice pic.	It is a fine day.
A ripe plum.	Bring the line.
A glass of wine.	Fly the kite.
A blind man.	It is time to read.
A kind friend.	I like to read.

Section 4.

Vowels and diphthongs like *o* in *no*.

old	home	roll	bone
cold	hope	rose	stone
gold	mole	told	smoke
hold	most	tone	stroke
coat	cloak	low	grow
load	toast	mow	flow
road	door	blow	snow
roar	floor	crow	few

Reading lesson.

A hot roll.	Shut the door.
A red cloak.	The fire smokes.

A sweet rose.	It is a cold day.
A load of hay.	It snows fast.
A bad road.	Bring my coat.
A clean floor.	Let us go home.

Section 5.

Vowels and diphthongs like *u* in *mule*.

use	fume	mute	tube
cure	lute	pure	tune
duke	mule	puke	plume
cue	dew	new	flew
due	clew	pew	ewe
hue	few	blew	lieu
blue	mew	flew	view

Reading lesson.

The sky is blue.	In a few weeks, I hope
The cat mews.	to read well.
The mule frisks.	I will make the best
The new road.	use of my time.

Chapter 4.

The MIDDLE sounds of the vowels and diphthongs.*

Like *a* in *bar*.

are	cart	harm	part
art	card	lark	tart
bark	far	large	sharp
dark	hard	star	smart

ha	jaunt	heart	launch
aunt	guard	hearth	haunch

Like *o* in *move*.

lose	prove	whom	do
move	who	whose	Rome
coo	noon	broom	shoe
cool	poor	goose	you
too	root	shoot	true

* We have found it convenient to arrange the *o* in *move*, amongst the middle sounds of the vowels: and as its sound is longer than *o* in *not*, and rather shorter than *o* in *no*, we presume the arrangement is allowable.

food	room	spoon	fruit
moon	foon	stool	your

Like *u* in *bull*.

bush	full	puff	bull
push	pull	put	

book	look	good	foot
cook	rook	hood	wood
hook	took	stood	wool

Reading lesson.

Good fruit.
A fat goose.
A poor rook.
A dark room.

The full moon.
The dog barks.
The bull roars.
Puffs purrs.

I hurt my foot.
I lost my shoe.
Is it true?
Who said so?
Look at me.

Put by the stool.
Do not push me.
Whose book is it?
I shall soon learn
to spell.

Chapter 5.

The BROAD sounds of the vowels and diphthongs.*

Section 1.

Vowels and diphthongs like *a* in *all*.

ball	tall	warm	scald
call	wall	wart	small
fall	falt	falfe	fwarm
daub	daw	claw	shawl
fault	paw	draw	straw
gauze	raw	lawn	broad
caw	faw	crawl	George

Reading lesson.

A soft ball.

A broad band.

A gauze cap.

A straw hat.

A tall man.

A warm shawl.

The rooks caw.

The snow falls.

* Vowels and diphthongs are called *broad*, when they take the sound of broad *a*, or are proper diphthongs.

The snails crawl.

My ball is lost.

Puffs has sharp claws.

Who calls me ?

Section 2.

Proper diphthongs, in which both the vowels are sounded :
oi and *oy*, as in *boy* ; *ou* and *ow*, as in *cow*.

oil	joy	thou	ground
boil	toy	cloud	cow
moist	our	found	how
noise	out	house	now
spoil	loud	mouse	owl
voice	shout	pound	growl
boy	four	round	down
coy	flour	found	gown

Reading lesson.

How do you do ?

Sit down. Read to me.

Now leave your books.

Do not make a noise.

Owls fly in the dark.

Moles live in the ground.

Chapter 6.

Words in which the vowels deviate from the sounds they have in the scale at page 11.*

A like *o* short.

was	wash	want
waft	wasp	what

I like *a* short.

dirt	flirt	first	bird
fhirt	fpirt	ftir	sqirt

I like *e* short.

birth	firm	girl	skirt
mirth	gird	girt	whirl

O like *u* short.

come	glove	some	work
done	love	fon	worm

* These sounds of the vowels, so different from the regular sounds of them in the scale, have been reserved for a distinct appropriate chapter; that the young learner might not be perplexed with the various and discordant powers of the vowels blended together.

dove	none	word	world
------	------	------	-------

O like *a* broad.

cord	fork	born	for
lord	horse	corn	nor
cork	storm	horn	short

U like middle *o*.

crude	rule	prude	truce
rude	brute	prune	spruce

*There	where	yes	her
--------	-------	-----	-----

Reading lesson.

Has Ann done her work?

Yes she has.

She is a good girl. I love her.

I have been ill. Come to me.

Give me some drink.

I love to learn. Where is my book?

What shall I read?

* *E* sounds like long *a* in *there, where*; like short *i* in *yes*; and like short *u* in *her*.

Chapter 7.

Words containing consonants not founded.

Section 1.

Words with silent consonants, the vowel or diphthong having the short or the middle sound.

<i>b silent</i>	<i>k</i>	cock	half
lamb	back	clock	calm
limb	black	mock	could
dumb	quack	duck	should
thumb	neck	knit	would
crumb	pick	knot	w
g	fick	knock	wrap
gnat	trick	l	wrist
gnash	quick	calf	wrong

Reading lesson.

A fat calf.
 A hard knot.
 The ducks quack.
 The cock crows.
 The gnats bite.

Pick up the crumbs.
 Who knocks at the
 door?
 Ann should learn to
 knit and sew.

Section 2.

Words with silent consonants, the vowel or diphthong having the long or the broad sound.

<i>b silent</i>	knead	fight	bought
climb	l	light	ought
comb	talk	might	thought
g	walk	night	bough
sign	stalk	fight	plough
reign	yolk	thigh	dough
gnaw	folks	eight	though
k	gh	neigh	w
knife	high	straight	write
know	figh	caught	wrote
knee	bright	taught	sword

Reading lesson.

A new comb.
 A sharp knife.
 A high wall.
 A fine fight.

A bright star.
 A light night.
 The horse neighs.
 The dogs fight.

The bough of a tree. Puffs can climb trees.
 The stalk of a rose. I know how to read.
 The yolk of an egg. I wish I could write.
 Dogs gnaw bones. Come let us walk.

Jane kneads the dough
 George ploughs the field.

What o'clock is it?
 It is eight o'clock.
 I thought so.

Chapter 8.

Consonants, single and double, which have different sounds.

Section 1.

Single consonants.

c hard like *k*.

cash	crumb	clash	scar
crab	curd	cling	scum
cane	cold	creep	count
call	cool	crawl	crowl

c soft like *s*.

dance	pence	since	hence
dunce	fence	prince	whence
lace	nice	cease	juice

place	price	piece	voice
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g hard.

glad	gasp	glafs	grand
grin	guft	grafs	grunt

g soft.

gem	gin	age	hedge
-----	-----	-----	-------

r sharp.

rand	raf	dress	nurse
rend	ref	glofs	purfe

reed	rafe	goofe	feat
ride	wafte	ftrow	sweet

r flat like *z*.

his	bricks	hats	beds
hers	kicks	mats	heads

keys	hares	pears	please
teafe	wares	praife	croaks

Reading lesson.

Jane has made a nice plum tart. I hope I shall not be a dunce.

Will you have some Bricks are made of
of it. clay.
George gave me a Glas is made of
book. sand.
I am glad I can read Wine is the juice of
it. grapes.

Section 2.

Double consonants.

tb sharp.

thank	thick	breath	cloth
think	thin	health	thing
three	throw	teeth	north
throne	throat	mouth	south

tb flat.

than	this	that	baths
then	thus	them	paths
they	these	thy	clothes
theirs	those	thine	smooth

cb like tob.

Charles	chin	much	rich
charge	chick	fuch	which
chair	cheese	coach	peach
child	choice	couch	reach

cb like fb.

inch	bench	tench	French
pinch	bunch	fench	chaife

cb like k.

chart	chasm	scheme	school
-------	-------	--------	--------

gb and pb like f.

rough	cough	phiz	nymph
tough	laugh	phrase	fope

Reading lesson.

Clean your teeth.	Who gave you these
Wash your mouth.	pears ?
Then you will have	James gave them to
a sweet breath.	us.
Do not throw stones.	Thank him for them.
Come in.	I have a fine peach, and

Reach a chair. a bunch of grapes.
 Take some bread and I will give you some
 cheese. of them.

Chapter 9.

Of the points and notes used in composing
 sentences.

A comma is marked thus ,
 A semicolon thus ;
 A colon thus :
 A period, or full stop thus .
 A note of interrogation thus ?
 A note of admiration thus !
 A parenthesis thus ()

Pauses in reading.

The learner should stop,

at the comma, till he could count one ;
 at the semicolon, till two ;
 at the colon, till three ;
 at the period, till four.

Chapter 10.

Promiscuous reading lessons.

Section 1.

The sun shines.
 It is time to get up.
 Jane, come and dress Charles.
 Wash his face, and neck, and make him
 quite clean.
 Comb his hair. Tie his frock.
 Now, Charles, we will go down stairs.
 Fetch that stool. Sit down.
 Here is some milk ; and here is a piece of
 bread.
 Do not spill the milk.
 Hold the spoon in the right hand.
 This is the right hand.
 The crust is hard : do not leave it ; sop
 it in the milk.
 Do not throw the bread on the floor.
 We should eat bread, and not waste it.
 There is a poor fly in the milk.
 Take it out. Put it on this dry cloth.
 Poor thing ! It is not quite dead. It moves ;

it shakes its wings; it wants to dry them : see how it wipes them with its feet.

Put the fly on the floor where the sun shines.

Then it will be dry, and warm.

Poor fly ! I am glad it was not dead.

I hope it will soon be well.

Section 2.

Where is puss ?

There she is.

Do not pull her by the tail : that will hurt her.

Charles does not like to be hurt: and puss does not like to be hurt.

I saw a boy hurt a poor cat ; he took hold of her tail : so she put out her sharp claws, and made his hand bleed.

Stroke poor puss.

Give her some milk.

Puss likes milk.

Now that Charles is so kind to her, she will not scratch, nor bite him.

She purrs, and looks glad.

Section 3.

Come to me, Charles. Come and read.

Here is a new book.

Take care not to tear it.

Good boys do not spoil their books.

Speak plain.

Take pains, and try to read well.

Stand still.

Do not read so fast.

Mind the stops.

What stop is that ?

It is a full stop.

Charles has read a whole page now.

This is a page. This is a leaf.

A page is one side of a leaf.

Shut the book. Put it by.

Now give me a kiss.

Section 4.

Shall we walk ?

No ; not now. I think it will rain soon.

Look how black the sky is !

Now it rains ! How fast it rains !

Rain comes from the clouds.

The ducks love rain.

Ducks swim, and geese swim.

Can Charles swim ?

No. Charles is not a duck, nor a goose :
so he must take care not to go too near the
pond, lest he should fall in. I do not know
that we could get him out : if we could not,
he would die.

When Charles is as big as James, he shall
learn to swim.

Section 5.

It does not rain now.

The sky is blue.

Let us take a walk in the fields; and see
the sheep, and the lambs, the cows, and
trees, and birds.

Call Tray. He shall go with us.

He wags his tail. He is glad to see us,
and to go with us.

Stroke poor Tray.

Tray likes those who stroke him, and feed
him, and are kind to him.

Do not walk on the grass now. It is too

high; and it is quite wet.

Walk in this smooth, dry path.

There is a worm. Do not tread on it.

Can Charles climb that high stile ?

O what a large field !

This is not green. It is not grass.

No ; it is corn. It will be ripe soon.

Bread is made of corn. I dare say Charles
does not know how bread is made. Well,
some time I will tell him.

Now let us go home.

Shall we look at the bees in their glass
hive ?

Will the bees sting us ?

No ; they will not sting us, if we do not
tease, nor hurt them.

Wasps will not sting us, if we do not hurt
them.

There is a wasp on my arm.

Now it is gone.

It has not stung me.

Section 6.

The clock strikes.

It is time to go in, and dine.

Is the cloth laid.

Where are the knives, and forks, and plates.

Call Ann.

Are your hands clean?

Sit down.

Do not take the broth yet : it is too hot : wait till it is cool.

Will you have some lamb, and some peas?

Do not smack your lips, or make a noise, when you eat.

Take some bread. Break the bread : do not bite it.

I do not put the knife in my mouth, for fear I should hurt my lips. Knives are sharp : they are to cut with, and not to put in one's mouth, or to play with.

Jane must shake the cloth out of doors.

The birds will pick up the crumbs.

Now let us go and play with George.

Section 7.

There is a poor man at the door.

He is quite blind. He does not see the sky, nor the ground, nor the trees, nor men.

He does not see us, though we are so near him. A boy leads him from door to door.

Poor man !

O it is a sad thing to be blind !

We will give the blind man some bread and cheese.

Now he is gone.

He is a great way off.

Poor blind man !

Come in, Charles. Shut the door.

I wish the poor blind man had a warm house to live in, and kind friends to take care of him, and to teach him to work. Then he would not beg from door to door.

Chapter 11.

Exercises.*

Exercises on the first and second chapters.

Show the vowels in the words, if, ox, us, cat, hen, pig, dog, fun, egg, ink, and.

Show the vowels in, hand, tell, give, live, tongs, brush, crust.

* These Exercises may be called, The Child's Parsing.

Show the diphthongs in, head, said, guess, friend, quill, flood, young.

Show the consonants in, skip, song, plum, grass, spell, thread, build.

Mention regularly the vowels, diphthongs, and consonants, in the following words: have, silk, gone, dead, touch, snuff, blood, breath, smell, guilt.

Exercises on the second and third chapters.

Show the long and the short vowels, in the following words: cake, she, hat, set, kind, home, pin, hop, mule, pure, cut, nut, grape, sand, here, best, mice, fish, cold, pond, fume, dust.

Show the long and the short diphthongs, in the following words: hail, day, head, clean, tree, tread, pie, buy, flood, road, snow, earth, learn, hue, few.

Exercises on the fourth and fifth chapters.

Show the middle and the broad vowels and diphthongs in the following words: star, heart, ball, straw, mouse, goose, owl, rock, lark, daw, moon, cloud.

Exercises on the seventh chapter.

Show the silent letters in the following words, crumb, neck, gnat, knee, walk, high, could, wrong, comb, sign, bright, sword.

THE END.